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## Music in the Model School

Bertha Payne

The singing in the grades will be closely correlated with the other work. The songs of nature will be chosen to give expression to thoughts aroused through the out-of-door life. For this purpose songs of water, of trees, of flowers, of insects, and of birds may be used. The songs will be selected for their musical fitness to the children's ability, as well as for the interest in the subject. They will probably be taken from the following list:

FIRST GRADE.

*The Apple Tree, Ring Around a Rosy, Dancing Song, Soldiers' Song, Winds of Evening, The Squirrel, The Shell, Dancing Song, and Water*, all in Primer, Modern Music Series, Scott, Foresman & Co.

FOURTH GRADE.

*Where Go the Boats?* E. Smith, Song Pictures, Clayton F. Summy Co. *Sea Horses* and *The Brook*, Tyson-Wolff, Second Book, Modern Music Series, Scott, Foresman & Co. *Sicilian Mariners' Song, Lady-Bird, Oriole's Nest Song, Spin, Lassie, Spin, Morning Prayer*, all in First Book, Modern Music

Series, Scott, Foresman & Co. *Indian Melodies*, from Baker's work on North American Indians (German).

**Notation and Sight Reading.**—Music notation and reading will be taken up as soon as the children can be made to feel the need for recording what they have sung. This work will not enter into the first grade.

**Melodies.**—The children in both classes will be encouraged to make original melodies as often as they show a spontaneous inclination toward it. Recording these melodies will furnish opportunities for the exercises in using staff-notation.

**Listening to Music.**—A large part of children's musical training must come through listening to the best music, well given. For this reason there will be a time set apart each week in which the children will sing for others as soon as they have something to offer, and in which others will sing to them.

**Exercises.**—Vocal exercises and breathing exercises will be given incidentally when they seem to be needed. Rhythmic exercises will be given in play forms to the younger children. Exercises in intervals and in rhythm will grow out of the songs, and help to form clearer ideas of pulsation and pitch.

## Physical Training for Primary Grades

Caroline Crawford

**I. Measurements.** 1. Growth.—Aim: To stimulate the child's desire for an active, supple body.

2. Strength Tests.—Aim for Child: To develop the idea of the strength of the materials of the body.

Aim for Teacher: A guide to show the effect on the child of the work that is given.

**II. Practical.** 1. Exercise for position and development.

2. Games and plays.

For first and second grades, dramatization of Mother Goose; primitive folk plays.

For third and fourth grades, Greek sports and games.

3. Dancing, calisthenics and dancing games for development of rhythm and co-ordination.